

# Norwood Morialta High School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Norwood Morialta High School Number: 787

Partnership: Morialta

**Name of School Principal:**

Jacqui van Ruiten

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**Name of Governing Council Chair:**

Sandra Mestros

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**Date of Endorsement:**

27 March 2017

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## School Context and Highlights

Norwood Morialta High School is a comprehensive, co-educational secondary school, attracting approximately 1530 students of diverse cultural and linguistic backgrounds from across the eastern Adelaide region. As a school community we are committed to providing an engaging, futures-orientated curriculum that develops our students academically, socially and emotionally to become active, global citizens and life-long learners. Our Guiding Statements represent the foundational principles that influence our decision making processes and promote our collective purpose. At NMHS our vision is that every student will graduate as an engaged global citizen to meet the challenges of a changing world. This commitment is underpinned by our motto Enriching Humanity, and is complemented by our school values of Distinction, Diversity and Respect. Collectively these statements guide our behaviours, actions and interactions and are shaped by our strong focus on well-being, academic excellence, community partnerships, targeted teaching and internationalism. There were many highlights in 2016:

- Modernization, endorsement and recent introduction of our new school logo
- Review and endorsement of our guiding statements
- Expansion of our international program, including over 150 international students in both Study Abroad and Graduates Programs, 5 International Study Tours from Italy, Japan and Thailand and visiting international teachers
- Strengthened partnerships for collaboration, mentoring and action-research with UniSA in Language development and STEM learning
- Student involvement in the Shortcuts Film Festival, Drama Productions and the public Art Exhibition
- Student participation and success in a range of competitions, including the Generations in Jazz Festival
- Overall winners at the VISTA and SSSSA Championships Carnivals
- Music and Outdoor Education Camps and the annual Ski Trip
- Expansion of the Language Immersion Program in Italian and Greek
- Increase in clubs and 'service as action' learning to promote social and global awareness
- Teachers engaging in professional learning teams and performance conversations to improve teaching practices
- Expansion of authentic 'student voice' and student leadership opportunities
- Refurbishment of learning spaces and modern furniture that promote collaboration and contemporary pedagogies
- Introduction of Positive Education incorporating PLG activities and student feedback

## Governing Council Report

The NMHS Governing Council enjoyed a very productive year in 2016, which focused on the consolidation of practices and the introduction of new initiatives. The Council commenced the year with the appointment of new Principal, Jacqui van Ruiten, and quickly developed a positive working relationship with a shared responsibility for the school's educational and financial plans. Throughout the year the GC received extensive reports on progress aligned to the 2016 Site Improvement Plan, along with standing reports from the Finance, Uniform and Canteen sub-committees and an overview of the school's Assets and Projects. Four Student Representative Council members attended meetings and it was always refreshing to hear these young people present their reports and assist in our deliberations. In 2016 the GC introduced a new Policy Schedule and Governing Council Calendar to ensure the timely review of policies and procedures. Policies including the Anti-Bullying, Uniform, Student Behaviour and Hot Weather policies, were presented, discussed and endorsed for implementation and promotion. In addition to this the GC has recognised the importance of promoting its work, new policies and decisions with the wider community and has introduced regular governing council reports in newsletters and on the website. One of the biggest decisions facing the council in 2016 was to determine the school's position in relation to the proposed Magill Education Precinct. The GC established a Task Group, consisting of parent and staff representatives, to engage in dialogue with a view to understand the concept, the implications and potential benefits for our school. Following extensive consultation the council recommended both campuses re-locate to the Magill UniSA site. We await the outcome of this proposal. Other council decisions include:

- Introduction of new Special Entry Programs (ie Accelerated STEM, Accelerated Italian and Rowing)
- Successful grant submissions for the Year 7/8 STEM Project (\$80,000) and Language Immersion Program (\$50,000)
- Implementation of a new start of the year process for Year 8 students
- Approval of the 2017 Student Free Days and the successful polling of parents.

In conclusion I would like to acknowledge the work and support of our Governing Councillors, our student representatives, the school's leadership team and our highly organised Finance Committee. We recognise the importance their input has for the governance of NMHS and their valued contribution

## Improvement Planning and Outcomes

Staff demonstrated their commitment to the 2016 priorities:

1. Growth in student achievement and engagement through targeted teaching and learning
2. Development of student voice and Positive Education across the school
3. Improve numbers of students actively participating in STEM-related subjects

Outcomes included the expansion of student leadership programs and clubs, introduction of Positive Education across the school, consolidation of Language Immersion programs and the development of an integrated STEM curriculum that promotes collaboration, creativity and problem-solving.

### Priority One: Targeted Pedagogies

Staff continued their focus on pedagogical improvement by engaging in weekly Professional Learning teams, sharing at the PLT exposition and presenting practice at meetings and conferences. Teachers participated in Eastern Adelaide Secondary Cluster Collaborative Moderation to deepen their understanding of achievement standards, the analysis of student learning and quality task design. Many teachers contributed to SACE marking and moderation teams and strengthened their understanding of quality assessment design and grade validation. Teachers were supported in professional learning and project development through \$75,000 funds with a continued focus on interactive technologies, Flipped Learning, STEM pedagogies and Positive Education.

Work also focused on further improving SACE and IBMYP results with emphasis on reducing D/Es and increasing the A/B grade bands. 2016 8-12 achievement data highlight improvement through the implementation of targeted case management strategies, a whole school Submission Support Room, implementation of interdisciplinary units and process and effective communication using Daymap.

### Priority Two: Student Voice

All teachers developed their understanding of Positive Education, discovering how these approaches can make a difference to students' relationships and their engagement in the curriculum. As a school we identified Character strengths and Growth Mindset as areas of focus (based on 2015 MDI data) to develop resilience in our students and promote a positive connection with school. Aside from professional learning and our partnership with St Peters College, other strategies included: the collection of student feedback (for each class) to inform teacher practice and creating more authentic student voice opportunities. As a result student involvement increased on committees and the introduction of more clubs. Students actively participated in service learning activities and organised events, working on community projects and raising funds to promote social and global awareness.

### Priority Three: STEM Learning

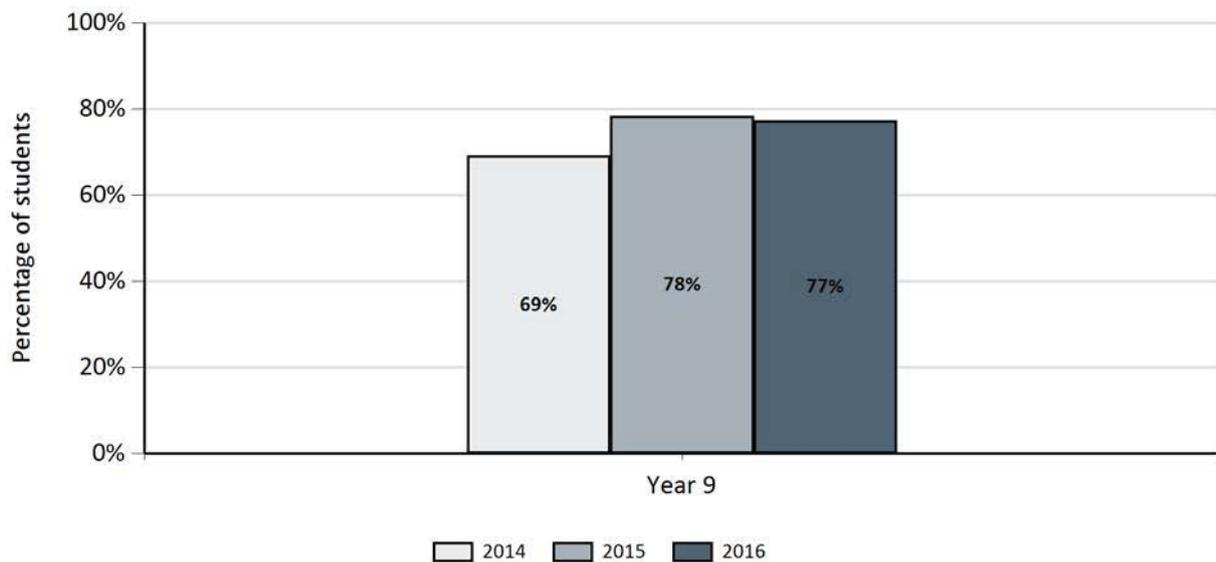
In 2016 STEM learning was an area for growth and innovation. Hosting the widely successful Morialta B-12 STEM conference, along with the implementation of the STEMies Program (where Year 10 students mentor primary students in coding) and introduction of an after-hours STEM club for Year 4-10 students, expanded the understanding of STEM across the partnership. In addition the school implemented a STEM Strategy that features authentic interdisciplinary STEM activities, collaboration with academic and industry partners and articulation of three STEM pathways (in Aeronautics, Computer Science and Sustainability). Twenty passionate STEM teachers engaged in STEM PLTs to develop and trial integrated STEM projects with futures-focused pedagogies. In response the school has: developed a range of 8-10 STEM interdisciplinary units; is introducing a STEM Special Interest Program from 2018 and received an \$80,000 STEM grant for the Year 7/8 STEM Project.

## Performance Summary

### NAPLAN Proficiency

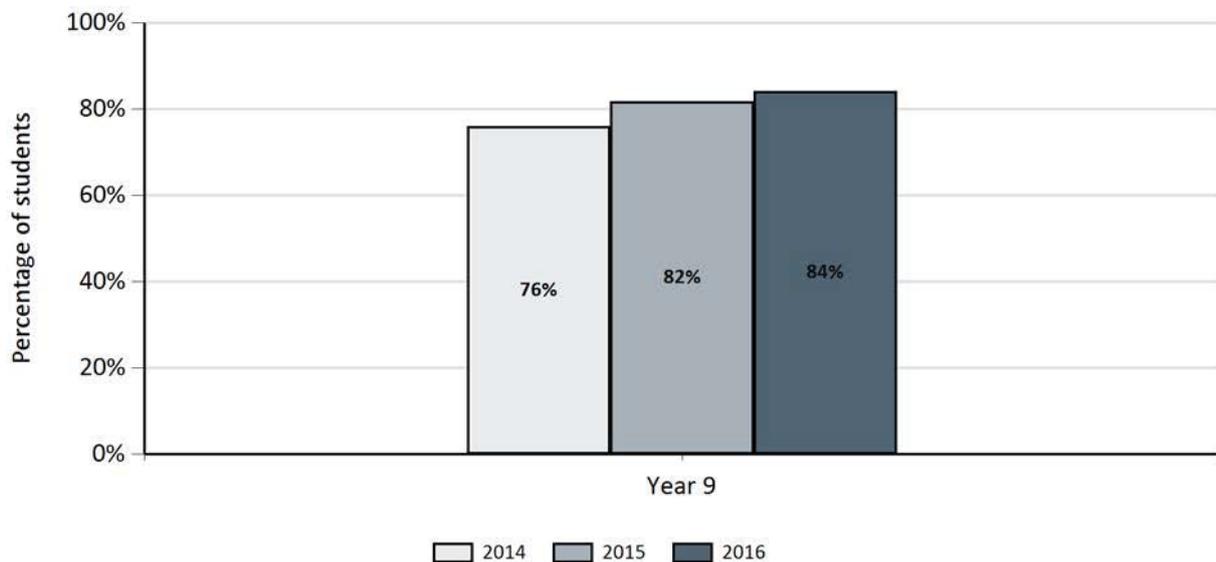
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	29%	25%
Middle progress group	43%	50%
Upper progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	10%	25%
Middle progress group	49%	50%
Upper progress group	40%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	252	252	44	49	17%	19%
Year 9 2014-16 Average	278.7	278.7	58.7	68.3	21%	25%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
93%	98%	98%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	2%	2.3%
A	5%	8%	9.3%
A-	11%	13%	14.6%
B+	13%	15%	15.4%
B	17%	15%	16.4%
B-	15%	14%	13.7%
C+	11%	16%	12.8%
C	13%	9%	9.4%
C-	7%	5%	3.9%
D+	3%	2%	1.2%
D	2%	1%	1.7%
D-	1%	0%	0%
E+	1%	0%	0%
E	1%	0%	0.2%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
92%	98%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	0	1%	3%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	10.8%	12.8%	14.4%

## School Performance Comment

The 2016 SACE completion rate was 97.5% slightly lower than 2015 but higher than the state average of 96.5%. A total of 382 A grades including 25 Merits overall was achieved. This is a 3.1 % increase in the stage 2 A band. Approximately 20% achieved an ATAR score above 90 and there was a decrease in the D+ and below bands from 2.5 % to 2.1.

Students at NMHS achieved well above the state average in completing the compulsory SACE stage 1 Literacy and Numeracy requirement. In 2017 there will be a continued focus on SACE Improvement strategies including:

- short data cycle reviews
- strategic tracking and case management for students at risk
- continued use of submission and study support
- attendance watch lists
- timely and rigorous meetings with students and parents/caregivers
- reviewed practice to include internal and external moderation and differentiation
- targeted literacy and numeracy support
- introduced modified SACE for targeted students, including students with disability (SWD) and FLO.

### NAPLAN Highlights

- 2 students below the National Minimum standard
- 22 at the national minimum standard - of which
  - o 2 student made progress – with 7 of these over 40 point increase
  - o had no change
  - o 1 went down
  - o 8 previously did not do the numeracy NAPLAN in year 7
- 22 in top band

### Expected Growth of students from Year 7 to Year 9

- Less than expected 5.46%
- Expected growth 28.48%
- Doubled expected growth 47.27%
- Tripled expected growth 13.33%
- More than tripled expected growth 5.46%

### Areas for improvement

- Probability • Financial problems including best value for money • Ratios

In comparing data across DECD and Eastern Adelaide, NMHS had more students achieving proficiency in bands 7 to 10 in reading and similarly in writing, grammar and spelling in bands 8 to 10. Therefore NMHS performed better in the upper 25th percentile but also had more students in the lower 25th percentile for reading, writing and grammar. NMHS outperformed DECD and the eastern region in regards to spelling, with 38.73% students in upper 25th percentile compared to 32.03% in the eastern and 22.46% across DECD. 2016 saw a decrease in 1% of year 9s not demonstrating proficiency above NMHS. However, NMHS had 3% more students in comparison to State average in the upper progression group for reading. Students had difficulty interpreting tone, characters state of mind and reaction, literary devices and grammatical terms.

## Attendance

Year level	2014	2015	2016
Year 08	93.7%	93.2%	94.2%
Year 09	90.9%	91.5%	91.5%
Year 10	90.4%	89.5%	91.3%
Year 11	92.2%	92.6%	92.6%
Year 12	90.8%	92.5%	92.8%
Secondary Other		100.0%	
Total	91.6%	91.8%	92.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

The table displays the attendance levels of students from 2014 to 2016. The school has rigorous processes for monitoring student attendance and following up on absences. These have resulted in a continuous decrease of unexplained absences since 2014. The school has rigorous processes for monitoring student attendance and following up on absences. These include: daily monitoring and regular contact with parents/caregivers by the Personal Learning Group teacher and the relevant Learning Community Leader and case management of students at risk by members of Campus Management.

## Behaviour Management Comment

A significant majority of students are engaged in their learning program and are supported by a Personal Learning Group program designed to strengthen student capacity. The school has clear and explicit policies in relation to student behaviour and they are supported by the school community. Inappropriate behaviour is promptly addressed and students are engaged in dialogue in order for them to acknowledge and take responsibility for actions and the consequences of their behaviour. Where suspensions have been actioned a home based program is provided for students with Daymap access to assessment tasks, resources and teacher communication. If an exclusion is warranted regular review meetings are held at school to monitor progress.

## Client Opinion Summary

The response rate to the Endicott survey in 2016 was significantly lower than in 2015 for both students (384 down from 783 and parents (85 down from 156). The Endicott survey used in 2016 will be replaced by the CIS survey in 2017

The survey highlights the continued community acceptance and understanding of the Schools Philosophy and Objectives (above 90% for parents and 80% for students).

Overall Parent confidence in the schools teaching and reporting remains high.

In particular

- 83% of parents believe their students are appropriately challenged at school
- 85% of parents believe that their students are developing critical thinking skills and problem solving skills.
- 75% of parents believe their students are challenged at school
- 96% of parents believe computing resources are well used to support student learning
- 75% of parents are happy with the frequency and detail of reports

However

- 30% parents believe teachers do not take into account their students learning style
- 42% parents do not believe they receive sufficient information on what teachers expect from students class work

The ongoing staff professional development focussing on differentiation will continue to work to improve teacher pedagogy in this area. The development of the Teaching and Learning Charter in 2017 will also bring this into focus.

While Daymap has successfully improved communication about some aspects of school expectations there is clearly some opportunity to investigate ways to improve this communication further.

Student feedback on teaching and learning suggests that overall they have a suitably challenging and supportive learning environment there are some areas related to differentiation and variation in teaching pedagogy that indicate a need for further development.

Overall, students are confident that

- Classes are challenging (80%)
- ICT is being effectively used to support their learning and the curriculum (85%)
- Teachers use a variety of teaching methods (75%) and expectations are clear(86%)

However, students are concerned that

- Teachers do not consider students learning styles (37%). or vary their teaching methods in classes (30%)
- Class activities are not interesting (30%) and there is no opportunity to assess their own learning (27%).

## Intended Destination

Leave Reason	School	
	Number	%
Employment	8	1.9%
Interstate/Overseas	54	12.8%
Other	1	0.2%
Seeking Employment	10	2.4%
Tertiary/TAFE/Training	12	2.8%
Transfer to Non-Govt School	25	5.9%
Transfer to SA Govt School	61	14.5%
Unknown	251	59.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

NMHS receive reminder notices for staff who have DCSI screenings about to expire. In addition, the school has a spread sheet which list staff, volunteers, Governing Council members, Coaches, contractors and host families who are required to have up to date DCSI screenings. Within a six month period of the due expiry date for DCSI screenings for individuals the on-line renewal process is commenced. New requests for screening are also applied for using the on-line process. All applications are monitored and checked. All process are followed in line with DECD, DCSI and legislative requirements.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	201
Post Graduate Qualifications	74

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	100.9	0.0	30.4
Persons	0	106	0	34

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$14,545,313.55
Grants: Commonwealth	\$51,097.00
Parent Contributions	\$1,246,994.24
Fund Raising	0
Other	\$2,071,597.97

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Modified learning programs, social skills development and VET programs for identified, disengaged Year 9 and 10 boys. Funding was provided to support proactive case-management strategies ( 0.1 Leader and 7hpw SSO).	Fewer negative interactions with teachers
	Improved Outcomes for Students with an Additional Language or Dialect	Funds were used to: reduce EALD class sizes, thus providing additional access to specialist teacher and targeted support; provide 1:1 BSSO support (5 hours per week) and Literacy Leader (0.1).	Improved outcomes and Literacy levels for EAL learners
	Improved Outcomes for Students with Disabilities	Funds were used to provide 0.2 teacher, classroom 1:1 targeted support and the employment of learning support mentors.	Positive achievement outcomes NEPs reviewed Effective transition program
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funds were used to provide individual case management and intensive individual academic and well-being support. Additional SSO hours for students requiring extra literacy and numeracy support and HW Club time on Wednesday mornings. Professional learning and collaborative moderation continued for teachers	Indigenous students achieved satisfactory results and are on track for SACE completion.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not Applicable	
Other Discretionary Funding	Better Schools Funding	Funding was used for: Literacy support, specialist programs, employment of mentors, and specialist staff to support students with particular needs. Introduction of submission support room on both campuses.	More students accessing targeted support and submitting work
	Specialist School Reporting (as required)	Not Applicable	
	Improved Outcomes for Gifted Students	Diverse strategies have been implemented to support gifted learners, including: 10EX program, individual subject and year level acceleration, enrichment, club involvement, leadership. Teachers have developed curriculum.	3rd year of 10Ex program, Acc. students in different subjects and years
	Primary School Counsellor (if applicable)	Not Applicable	